



## Cades Hebron Elementary

3783 Green Road  
Cades, SC 29518

<b>Grades</b>	PK-6 Elementary School	
<b>Enrollment</b>	311 Students	
<b>Principal</b>	Lee Roy Campbell, Jr	843-389-3386
<b>Superintendent</b>	Linda B. Huell, Interim	843-355-5571
<b>Board Chair</b>	Rev. Norman Gamble	843-244-1676

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2009</b>	<b>Below Average</b>	<b>At-Risk</b>
2008	Below Average	Below Average
2007	At-Risk	At-Risk
2006	Below Average	Below Average
2005	Average	At-Risk

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

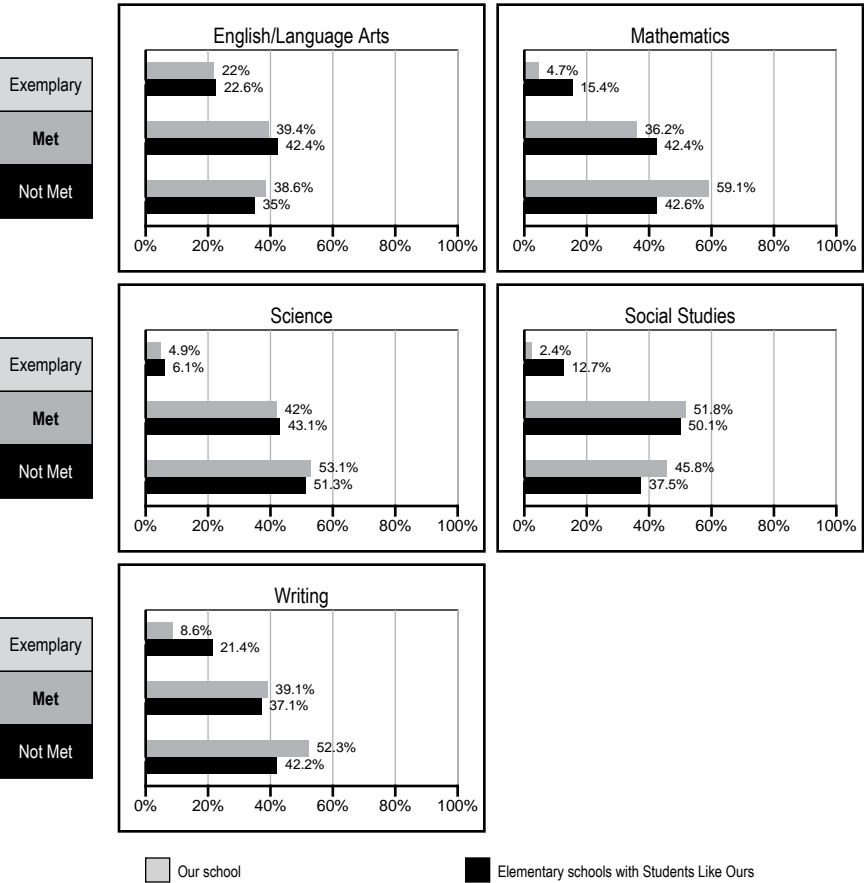
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 96.1%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
1	3	81	65	32

\* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=311)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	3.0%	Down from 5.1%	2.5%	1.9%
Attendance rate	95.7%	Up from 95.4%	96.0%	96.3%
Eligible for gifted and talented	0.0%	Down from 2.1%	3.6%	10.0%
With disabilities other than speech	14.1%	Down from 15.5%	7.7%	7.7%
Older than usual for grade	1.3%	Down from 1.4%	1.1%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=21)</b>				
Teachers with advanced degrees	76.2%	Down from 83.3%	57.4%	59.4%
Continuing contract teachers	57.1%	Down from 72.2%	72.1%	80.0%
Teachers with emergency or provisional certificates	10.5%	Up from 6.3%	0.0%	0.0%
Teachers returning from previous year	79.9%	Down from 82.3%	82.1%	85.9%
Teacher attendance rate	95.5%	Down from 95.7%	95.2%	95.1%
Average teacher salary*	\$46,638	Up 7.8%	\$45,725	\$47,149
Professional development days/teacher	11.0 days	Up from 8.4 days	10.8 days	11.1 days
<b>School</b>				
Principal's years at school	1.0	Down from 2.0	3.0	4.0
Student-teacher ratio in core subjects	14.1 to 1	Down from 17.4 to 1	16.7 to 1	18.8 to 1
Prime instructional time	90.6%	Up from 90.2%	90.1%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Average	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,615	Up 12.2%	\$8,556	\$7,458
Percent of expenditures for instruction**	67.1%	Up from 66.1%	68.1%	68.8%
Percent of expenditures for teacher salaries**	64.3%	Up from 62.5%	61.9%	63.2%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

Abbreviations for Missing Data

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## Report of Principal and School Improvement Council

Cades Hebron teachers implemented the Anderson 5 Curriculum during the 2008-2009 school year. This curriculum is standards-driven and designed to address the diverse learning needs of our students. Teachers continued the implementation of effective writing and problem solving strategies across the curriculum. In addition, the use of technology has become an essential enhancement tool for teachers in their instructional delivery across the curriculum. Teachers also use technology as a training tool for students.

Cades Hebron's 21st Century afterschool program is utilized as a gateway into helping our students better understand the curriculum information. The students are provided assistance to help them enhance their academic performance. Additionally, we continued the R.E.A.D program, which stands for (Reading Evaluating Accessing and Diagnosing). This program was designed to help students analyze the twelve genres of reading. Once students understand and analyze each genre of reading, they will become excellent and avid readers.

Faculty and staff assisted students to better understand RIT Band Instruction as it applies to MAP and PASS data. Students gained a better understanding of exactly how many points they needed to move from one category to another.

TBS (Therapeutic Behavioral Services) teachers, as well as the Child Development Educational Pilot Program (CDEPP), entered into its third year and showed much academic promise for our 4- and 5-year-olds.

In addition, a fulltime guidance counselor was provided to assist with academic, social, and personal problems.

Other programs and activities used to help to build our children's character and prepare them to survive in a constantly changing and diverse world include the Parenting Program, the CHES Pageant, and spelling bee. Our Foster Grandparents Program through the local Vital Aging Commission allows our older generation to pass knowledge and character to our younger generation.

Cades Hebron Elementary's mission is to provide self-reliant and productive citizens by providing learning opportunities by working with the home and community. We also plan to close the achievement gap in educational progress.

Lee Roy Campbell, Jr.  
Principal

Michael Gambrell  
School Improvement Council, Chairperson

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	25	26	8
Percent satisfied with learning environment	92.0%	80.8%	I/S
Percent satisfied with social and physical environment	88.0%	88.5%	I/S
Percent satisfied with school-home relations	88.0%	92.3%	I/S

\* Only students at the highest elementary school grade level and their parents were included.

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No Child Left Behind

School Adequate Yearly Progress

NO

This school met 14 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

CSI

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	10.7%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	6.3%	0.0%	No
Student attendance rate	95.7%	94.0%*	Yes

\* Or greater than last year

Abbreviations for Missing Data

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**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

All Students	163	97.6	35.8	40.1	24.1	73.7	76.3	82.8	Yes	Yes
<b>Gender</b>										
Male	88	96.6	37.7	40.3	22.1	72.7	71.8	79.3	N/A	N/A
Female	75	98.7	33.3	40	26.7	75	81.2	86.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	62	95.2	30.2	43.4	26.4	81.1	76.7	89.5	Yes	Yes
African American	100	99	38.6	38.6	22.9	69.9	76.2	73.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	92.3	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	87.5	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	82.5	I/S	I/S
<b>Disability Status</b>										
Disabled	35	100	38.7	38.7	22.6	61.3	46.5	52	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	135	97.8	36.6	43.8	19.6	72.3	75.5	75.5	Yes	Yes

**Mathematics - State Performance Objective = 57.8% (Met or Exemplary)**

All Students	163	97.6	54.7	38.7	6.6	55.5	69.4	78.9	No	Yes
<b>Gender</b>										
Male	88	96.6	51.9	41.6	6.5	54.5	64.7	77	N/A	N/A
Female	75	98.7	58.3	35	6.7	56.7	74.5	80.9	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	62	95.2	50.9	45.3	3.8	66	64.7	87.2	Yes	Yes
African American	100	99	56.6	34.9	8.4	49.4	69.6	66.7	No	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	93	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	81.3	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	79.5	I/S	I/S
<b>Disability Status</b>										
Disabled	35	100	58.1	32.3	9.7	41.9	36.8	45.5	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	76.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	135	97.8	57.1	35.7	7.1	53.6	68.7	70.2	No	Yes

\* Adjusted to account for natural variation in performance.

**Abbreviations for Missing Data**

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**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
<b>Science</b>								
All Students	104	100	49.4	41.6	9	50.6	48.4	67.5
<b>Gender</b>								
Male	54	100	48	40	12	52	49	67
Female	50	100	51.3	43.6	5.1	48.7	47.8	68
<b>Racial/Ethnic Group</b>								
White	40	100	40	54.3	5.7	60	58.6	79.5
African American	64	100	55.6	33.3	11.1	44.4	47.5	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	84.3
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
<b>Disability Status</b>								
Disabled	24	100	47.6	33.3	19	52.4	23.6	35.6
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
<b>English Proficiency</b>								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	59.6
<b>Socio-Economic Status</b>								
Subsided meals	88	100	52.7	36.5	10.8	47.3	47.3	55.1

<b>Social Studies</b>								
All Students	103	100	42.7	52.8	4.5	57.3	56.4	72.3
<b>Gender</b>								
Male	59	100	41.5	50.9	7.5	58.5	55.2	71.5
Female	44	100	N/AV	N/AV	N/AV	55.6	57.7	73.2
<b>Racial/Ethnic Group</b>								
White	41	100	40.5	56.8	2.7	59.5	59	80.7
African American	61	100	43.1	51	5.9	56.9	55.9	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	88.5
Hispanic	1	I/S	I/S	I/S	I/S	I/S	78.6	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
<b>Disability Status</b>								
Disabled	22	100	42.9	47.6	9.5	57.1	30.2	43.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
<b>English Proficiency</b>								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	67.9
<b>Socio-Economic Status</b>								
Subsided meals	85	100	41.7	54.2	4.2	58.3	55.1	62.1

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	162	91.4	52.3	39.1	8.6	47.7	61.4	70.2	95.7	96.6
Gender										
Male	87	87.4	60.9	36.2	2.9	39.1	54.5	63.2	95.3	96.5
Female	75	96	42.4	42.4	15.3	57.6	68.5	77.5	96.2	96.6
Racial/Ethnic Group										
White	60	95	42.3	50	7.7	57.7	55.1	79.1	94.7	93.6
African American	101	89.1	58.7	32	9.3	41.3	61.9	57.6	96.3	96.8
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	86.2	93.9	97
Hispanic	1	I/S	I/S	I/S	I/S	I/S	50	62.6	93.6	96.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.7	N/A	96.1
Disability Status										
Disabled	33	66.7	90	5	5	10	20	26.1	94.3	95.2
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	61.2	N/A	98
Socio-Economic Status										
Subsidized meals	134	90.3	54.4	36.9	8.7	45.6	60.3	58.9	95.6	96.5

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
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English/Language Arts

2009	3	46	91.3	40	37.1	22.9	60
	4	46	100	41	35.9	23.1	59
	5	39	100	30.3	42.4	27.3	69.7
	6	32	100	30	46.7	23.3	70
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

Mathematics

2009	3	46	91.3	57.1	37.1	5.7	42.9
	4	46	100	53.8	43.6	2.6	46.2
	5	39	100	57.6	33.3	9.1	42.4
	6	32	100	50	40	10	50
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

Science

2009	3	20	100	50	43.8	6.3	50
	4	46	100	53.8	38.5	7.7	46.2
	5	19	100	43.8	50	6.3	56.3
	6	19	100	44.4	38.9	16.7	55.6
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

Social Studies

2009	3	22	100	26.3	63.2	10.5	73.7
	4	46	100	51.3	46.2	2.6	48.7
	5	21	100	55.6	38.9	5.6	44.4
	6	14	100	N/AV	N/AV	N/AV	76.9
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

Writing

2009	3	43	90.7	54.5	42.4	3	45.5
	4	46	93.5	56.8	37.8	5.4	43.2
	5	39	94.9	48.4	35.5	16.1	51.6
	6	34	85.3	48.1	40.7	11.1	51.9
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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